DOCUMENT RESUME

ED 048 538 AC 010 068

| | |
|---|---|
| AUTHOR | Cortright, Richard W. |
| TITLE | Focus on the Future: Futurology for Correctional Education. |
| PUB DATE | 6 Mar 71 |
| NOTE | 17p. |
| EDRS PRICE | EDRS Price MF-$0.65 HC-$3.29 |
| DESCRIPTORS | *Adult Basic Education, Adult Educators, Bibliographies, *Correctional Education, *Educational Needs, *Educational Planning, Innovation |

ABSTRACT

Prepared for a regional training seminar on adult basic education (ABE) in corrections, this paper argues the importance of improving correctional education in order to equip prisoners more adequately for reentry into society, and thereby help reduce crime and recidivism. Accordingly, the author urges correctional program administrators to take various steps: (1) develop innovative programs which make a difference; (2) match teachers and learners for compatibility; (3) use volunteer aides; (4) establish linkages between ABE and public school adult secondary education; (5) encourage a sense of accountability on the part of correctional educators; (6) improve the status of correctional educators; (7) employ correctional educators as consultants in public schools. Also included are 23 references and suggested readings. (LY)

ED048538

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

# FOCUS ON THE FUTURE: FUTUROLOGY FOR CORRECTIONAL EDUCATION

by

Richard W. Cortright
Division of Adult Education Service
National Education Association
Washington, D. C.

Prepared for
Regional Training Seminar
on
Adult Basic Education in Corrections

Conducted by
Education Research and Development Center
University of Hawaii
Honolulu, Hawaii

Under grant from
U. S. Office of Education
Washington, D. C.

Center for Continuing Education
University of Notre Dame
Notre Dame, Indiana

March 6, 1971

AC 010 068

UNIVERSITY OF HAWAII
EDUCATION RESEARCH AND DEVELOPMENT CENTER
Honolulu, Hawaii 96822
1776 University Avenue

# FOCUS ON THE FUTURE: FUTUROLOGY FOR CORRECTIONAL EDUCATION

Richard W. Cortright
National Education Association

When I told a colleague that I was going to Indiana to speak about correctional education, he said, "What do you know about the special education of children?"

I said, "What do you mean?"

"Didn't you say corrective education?"

"No, no. Not the physically handicapped. This is correctional education. Prisons."

I wonder if it was just a mis-hearing or whether many people think of correctional education in the same way.

Crime marches on in American. Adult and juvenile crime and delinquency are on the increase. Perhaps two million children "come to the attention" of the police annually. Who knows how many do not? A half million cases are handled by the juvenile courts each year. About a million and a half others which do come before the police are disposed of without penal proceedings. About one person in every six who is arrested is under 21 years of age.

You know, as professionals, these facts, but even the layman has some notion of the extent of crime and delinquency. After all, a daily reader of the morning paper can hardly help but be aware of crime in metropolitan America. For example, shortly before Christmas, the Washington Post ran on one page stories under the following captions: "Ex-Convict Fears Criminal Past," "District Court to Settle FBI Record Case." "Drug Case Juror is Arrested."

"Threat Halts Demolition of N. W. Building." "Jury Selected for Comeau Trial in Mattingly Death." "High's Stores Plagued in Rash of Robberies During November."

Aware of the local problem of shoplifting, businessmen in North Carolina attended seminars on "Reducing Shoplifting Losses" and "Outwitting Bad Check Passers" conducted by the local community college.

Educational programs in penal institutions, and specifically adult basic education (ABE) programs help to reduce recidivism and thereby reduce crime. I do not need to review the history of, or the current status of ABE. That you have been doing as part of your hour-in and day-out Seminar for ten days. You know, for example, about the ABE demonstration projects on:

> Training to develop employability among mentally retarded inmates in institutions;
>
> Using college students from poverty areas as teachers of adult basic education to teach illiterate residents of mountain areas in Appalachia;
>
> Recruiting and instructing of paraprofessionals to assist a Negro inner-city community to raise its educational level;
>
> Producing a film and series of instructional guides for teacher-training in ghetto areas;
>
> Measuring effects of adult basic and social education programs on post-release adjustment and educational achievement of inmates of correctional institutions.

However, let me sketch a profile of the typical ABE person--nationally--so that you can compare your own ABE students with him: (Cortright, 1970.)

(See also Attwood, 1970.)

> White (56.6 per cent), female (56.1 per cent), with a family income under $3,000 per year (44.5 per cent), employed (55 per cent), between 24 and 44 years of age (46.5 per cent). Grade levels between first to third grade classes (26.7 per cent), fourth to sixth grade classes (33.6 per cent), and seventh or eighth grade classes (39.7 per cent). (p. 63).

This profile suggests that the problem of illiteracy in the United States will remain a major socio-economic problem for years to come--perhaps decades.

You know that illiteracy results in reduced national wealth, social and cultural lags, weakened national security, slowed technological progress, hastened displacement of workers, lowered production, slowed economic growth, weakened democracy, and retarded world understanding and cooperation. Many Americans, however, still do not realize that millions of other Americans cannot read a daily newspaper, a weekly magazine, the Bible, or a paperback nove. These are the adults who for one of several reasons are the adult functional illiterates in the United States.

The adult functional illiterate is a "social isolate"; he is cut off from the mainstream of society. Illiteracy itself is a "social deficit." The illiterate bypasses the age of the printed page as he moves into the age of the mass media. He is like the illiterate Asian or African who, in the twentieth century, is beginning to learn about jets or missiles while his nation is actually still in the sixteenth century.

Many inmates are adult functional illiterates. In federal prisons, about eleven per cent of the nearly 21,000 inmates are considered illiterate (below grade 6.0). On a given day about 1,500 inmates are attending classes. Another 1,500 inmates are attending high school classes, and about 1,000 are attending GED preparatory classes. (See Carpenter, 1971). One correctional educator recently told me, however, that only three per cent of all inmates may be taking part in educational programs in penal institutions.

The public schools are trying out a variety of programs to bring back school dropouts, those under-educated young adults from whom an overly large number of lawbreakers come. For example, in Las Vegas, (Nevada) Valley High School (now called Urban High) has been designed to meet the specific needs of the students of that unique community, catering to the dropouts, chronic truants, erstwhile lawbreakers, and bright ordinary kids desenchanted with

day school. Reports from Las Vegas indicate that students who hold down full-time jobs in the show and gambling businesses are succeeding at Urban High. Why not utilize the school facilities this way, cut down costs, and use this evidence to sell the public on voting bond issues? And, since dropouts are sometimes prone to commit crimes, thereby cut down on crime?

Two incidents come to mind when I think about correctional education, both from Asia. A few years ago I was working in the Philippines and went to a prison in the Manila area to test some new adult basic education materials in the Tagalog and Ilocano languages. The warden was friendly and took our group on a tour. As we climbed the stairs in one block I read a series of signs, carefully hand-printed and attached in ascending order: "Be Quiet--Don't Smoke--Keep Clean--Don't Steal." That was learning to read by the looksay method. The warden did not comment on its effectiveness.

Another incident took place in Pakistan. I was involved in a teacher training program and wanted to involve teachers from the provincial prison. So off to the warden--and this time he took us on a tour, gradually leading us to what he felt was the most important part of the prison. The cells, the furniture, the fresh air, the books, and the execution chamber. He was very proud of the scaffold and insisted that the punishment was dispatched with alacrity.

These incidents come back to mind whenever I think about correctional education. I suppose the first one was an example of poor pedagogy, but at least it was an attempt to use written communication to communicate. And the second, well, that was correctional education in which the correction was made permanent: like the correction fluid which typists use to correct (obliterate) a mistake. Is that what many people still believe "correctional education" to be?

To most laymen the problem of correctional education is probably simple. Either:

(1) Correct (obliterate) the inmate;
(2) Correct (keep him where he is--physically and mentally);
(3) Correct (show him his mistake and help him to rectify it).

I should suppose that most of us accept point three--and we include ABE as one way to help the inmate, and thereby society. ABE, federally funded, has been with us long enough to have accumulated a series of myths. Let's dispense with some of the myths about ABE. I would say these are some which are still promulgated:

1. ABE teachers are not usually very good. After all, they are just (slightly) warmed-over teachers of children who want to moonlight for a few extra bucks. (See Cortright, 1970, for a broader picture).
2. ABE teachers have few instructional materials which can be used. What we need to do is get the publishers finally to produce some useful materials for adults. (See Adult Basic Reading Instruction in the United States, 1967, for a different viewpoint).
3. If only there was some effective training for ABE teachers, they would be prepared to do a good job. Why don't the universities set up short courses and degree programs? (See Luke, 1970, for a counter statement).
4. Adult education is the forgotten part of education. Nobody knows there even is such a program. (See DeCrow, 1968, for another point of view).

We know there are good ABE teachers, although some are poor. We know there are many useful ABE materials. We know there have been effective training programs. We know the status of ABE has improved. We know these

myths about ABE in the public schools are false. But, are these myths false, also, in the penal institutions? What is the purpose of ABE programs in correctional institutions? To help equip the inmate to function in society? Correctional personnel then also have the responsibility to help make society understand the inmate as a member of soceity. A warden writes, "Education is one of the most effective tools within a prison in the rehabilitation or treatment program." (Vitek, 1967). A number of indications from Maryland, Ohio, and Wisconsin point up the fact that with more education, there is less recidivism. (Cortright, 1965). Inmates can learn to read, reading advances education, and education leads away from redicivism. Does the syllogism need to be clearer?

Assuming that we are gathered here after nearly a fortnight of forceful presentations and hurried and harried hours of work in the spirit of the third alternative (see above), I would like to make a few suggested approaches for your decision--making consideration as you plan to implement your personal management plan--back home. These are the points which I think need special attention in using a systems approach to organize for more effective ABE programs in correctional institutions.

1. <u>Develop innovative programs which make a difference</u>

Excuse the new expression, "innovative". But isn't that really the purpose of this regional Seminar?

Learning Systems, Inc. has developed a concept of technical clusters for inmates in West Virginia and Pennsylvania. The concept focuses on an area of industrial arts, such as printing, and brings the teachers together as a team to teach this topic in a 1200 hour mini-project. For example, one mini-project was the production of a booklet on the great religions of the world. Five different teachers, including communication and [illegible] teachers,

each spent time helping inmates learn what they needed to know in order to produce the booklet. The important part, I think, was the motivation which was generated. There was a need by inmates to learn to write a sentence, count how many copies of booklets might be sold, and find out about job opportunities which might be available at the time of release so that they would have a handle on a tangible occupation.

Another means of motivation (Mauk, 1970) was to use a financial incentive. If a person has completed elementary school, his expected lifetime income is $277,000. If he completes high school he is likely to add $94,000, bringing his lifetime income up to $371,000. Four years of college should add another $213,000, bringing income to $584,000.

What innovations have been successfully used to motivate inmates to complete an ABE program? Most wardens with any tenure at all have their favorite stories about Inmate Y and Inmate Z who was released, became successful in readjusting to the outside world, and sent back a Christmas card. He made it. Surely that evidence, although sparse, is welcome. However, what happened to all of the other released inmates? To what extent did the educational experiences in prison help them? In other words, what research facts do we have? I would suggest, as part of the delivery system which you are developing here and in the other Regional Seminars, a careful examination of this question. This research might begin with the recidivists. Did the ABE program which Inmate X received help him? Evidently not, since he returned. But why not? If we do not measure, in some way, our programs, how can we know if we have been effective? Correctional education goes on all the time in prisons and penitentiaries and jails. The point is not that there is no education in Prison P; the problem is that there may be too much education--of the wrong kind.

2. Match teacher and learner--for compatability

After all, no one gets along with everyone. A study from Ontario indicates that scores on hidden figure tests are useful in determining student readiness for group or individual study, as well as the suitability of certain teachers to act as leaders or consultants with certain students. An example of an attempt at better matching is the cooperative training project jointly sponsored by the University of Georgia, Teacher Corps, Georgia Department of Corrections, and the Goergia Department of Education.

Ahlstrom and Havighurst (1971) suggest guidelines for preventing dropouts, those students who provide the potential inmate population.

1. Maladjusted students need teachers with endless patience and determination to help them make an adjustment.

2. Those students who do profit from the work experience owe as much to the inter-personal relationships as to the owrk skills learned.

3. Preventive counseling can help students before trouble occurs. Presently, a counselor is brought in only after the damage has been done; and after the immediate trouble is past, the case is dropped.

3. Use volunteer aides

The Psychological Services Center of the Lorton (Virginia) Prison uses volunteer tutors to help illiterate inmates. The National Affiliation for Literary Advance, an organization of volunteer literacy councils has helped organize volunteer work in Sing Sing Prison, Georgia State Prison (Reidsville), New Jersey State Prison (Rahway), Jefferson Parrish Prison (Louisiana), Illinois State Penitentiary (Joliet), and the San Antonio County Jail (Texas). I have seen volunteer tutors working with inmates in Walla Walla (Washington) and Auburn (New York). Under direction, the volunteer can help the professional teacher. The fact that the President's National Reading Council plans to enlist hundreds of thousands of volunteer tutors attests to the soundness of using volunteers.

4. Relate ABE with AHE

Recent legislation has supported adult education to the twelfth grade level for adults. When this legislation is funded, there is going to be a large increase in Adult High School Education (AHE) programs. Of course, AHE is not new to inmate education. The Bureau of Prisons estimates over 1,000 GED diplomas issued annually. But we need to move more men and women inmates to the high school level. In fact, after discussion with labor and manpower economists, I am doubly troubled about just how far the eighth grade level gets a person anyway--particularly in terms of job placement. The point now is to inter-relate ABE and AHE so that the ABE student is motivated to go the second mile--and get his diploma. This is another reason for a close articulation of inmate education with the public schools.

Make contact with your local director of adult education. Find out how he can help you. The local education association may, throuth its adult education committee, find a teacher or two who can counsel and/or provide a few volunteer teaching hours. Or, can you pry more funds to hire another adult education teacher on your staff?

5. Let the correctional educators say, "We, too, will be accountable."

Good teachers want everyone to know that they are doing a good job and deserve a good salary with appropriate benefits. They want to provide educational experiences for inmates: quality education. Teachers can be accountable. The goal is to establish a (correctional) education profession which determines, abides by, and enforces its own standards. The following contingencies for teacher accountability are adapted from the National Commission of Teacher Education Professional Standards (1970):

1. Clear goals for correctional education, based on both local values and priorities and national purposes.

2. Acceptance of expert judgement of appropriate teaching and learning to achieve such goals.

3. An adequate number of personnel with sufficient skills to perform so that accepted goals are achieved.

4. Provision for identifying, educating, retaining, and continuously re-educating teachers to assure that they will always be up to date.

5. Teaching loads, time, and support services which are conducive to quality performance.

6. Appropriate media, materials, facilities, and learning resources.

7. Satisfactory salaries and welfare programs for teaching personnel.

8. High morale on the part of those who teach.

9. Appropriate evaluation of all the goals of instruction--academic, attitudinal, humanistic and behavioral--taking to account that the educational process itself should be highly valued and judged along with learning outcomes.

10. Leadership in institutions that fosters a wholesome social-psychological setting, an openness to constructive change, and a climate conducive to teacher and student success.

11. Strong public committment ot correctional education expressed in both moral and finanical support.

12. Provision by top administrators and boards of education of material resources, psychological climate, and the freedom needed to ensure top performance by both teachers and strdents. (pp. 1-2).

Of course, the profession has not achieved this level of performance yet. But this is the goal of those teachers whose correctional administrations should encourage to stay in the field. There may not be enough dropouts amont the poor teachers.

Donald Wilson, President of the Association of Classroom Teachers asks these questions:

> How should teachers respond to the issue of accountability? Do we assume a posture of apologetic defensiveness, or do we talk about accountability from a position of strength? Do we reject completely what the ciritcs say, or do we refine their statements and say clearly where we classroom teachers believe the major responsibility lies for innovations in education and for the task of defining the learning process and how it happens?

> We must consider the relationship between authority and accountability. We must determine whether we can delineate a sphere of accountability for the classroom teacher for his own performance and for that of his students.

It is proper and right for effective teachers in prisons, like all effective teachers, to monitor their own teaching; that is, to provide governance for their profession. Part of this governance includes the right of the teachers to help regulate the kind of educational experiences in universities and to help determine the university curriculum for advocating correctional education. Educational associations might want to work with correctional educators in designing appropriate curriculum for teachers of adult basic education.

6. Improve the status of correctional educators

Sufficient funding is imperative. A colleague from Quebec has suggested that funds appropriated for regular day schools be decreased and then these added monies be included in a larger fund which is available to adults at age twenty or later who are ready for school and know what they want ot learn from school. Some of these funds could go for proven correctional education projects. The Secretary-Treasurer of the Correctional Education Association surveyed a group of correctional educators (the 767 members of the Correctional Education Association represent perhaps five per cent of the potential population of correctional educators). He found, for example, that South Dakota has an accredited school with inmate instructors and that Texas has established a school district within a correctional system. (Seidler, 1971).

> Correctional educators are concerned about the work they do. The teacher in the classroom has little or no time to write about what he is doing. He is too busy trying to deal with the failures of public school education. He is bothered by the failures represented by high rates of recidivism. Usually he is the primary socializing force within the institution. If he does his work well, custodial supervision is easier.

> The inmate finds a larger sense of worth because he becomes a person within the classroom. When things go wrong within the institution the education and vocational programs are the first ones shut down. He is likely to find his curriculum and his spending determined by administrative order. He is not recognized as a professional in the institution nor is he recognized as one in the community. Whatever we can do together will of necessity have to say something about the professional status of correctional teachers (p. 5)

Should not teachers of ABE in correctional institutions join teacher associations and therefore be included in the bargaining units of teacher associations? The following suggested provisions for contracts, adapted from the National Education Association may be helpful for correctional educators in preparing appropriate provisions.

1. Full and part-time teachers of inmates should have, to the extent possible, the same contractual benefits, rights and privileges, including access to the grievance procedures, as any other teacher in the association.

2. The hourly rate of pay for part-time teachers of inmates should be computed according to some objective and equitable basis, such as an hourly rate based upon the salary of a full-time teacher of children with comparable training and experience.

3. Full-time and part-time teachers of inmates who work outside "regular school hours" should receive such additional benefits and protections as are necessary.

4. Provision for at least ten hours of in-service training programs in methods of teaching adults shall be made by the institution at no cost to teachers in which they shall participate at their regular rate of pay.

5. Provision should be made for teachers to attend, at institution expense, at least one professional education conference during the school year.

7. <u>Employ correctional educators in the public schools</u>

The process should go both ways. Crime prevention as communicated in adult education courses in the public schools is one way of communication to parents of school age children. Already some adult education departments in the public schools are operating such courses. Correctional educatior would be ideal resource specialists or course leaders. Olson (1971) reports a

course on "Parents Concerns in Drug and Sex Education" offered by the Prince George's County (Maryland) Public Schools. Public schools also offer courses for inmates. "Crime and Delinquency Prevention Program" is offered in the Flint (Michigan) adult education program. This course includes aptitude testing, public speaking, vocational counseling, job placement assistance, and various follow-through services for inmates. Eighty per cent of those taking the program have not been re-arrested in a two year period. The Fort Wayne (Indiana) Community Schools offer programs leading to the GED. Graduates with the diploma, but not released from jail, become teachers' aides.

Could correctional educators be trained to serve as consultants to, or leaders of adult education programs in the public schools? Could they carry out home visits and help ease the "re-entry" problem of inmates? Crime itself hurts adult education. The headline of the Washington Daily News of January 7 was "Crime Forces Big Drop in D. C. Night Schools." People were afraid to come out at night to go to night classes for adults.

8. Consider resigning from correctional education

I have not seen your flow charts and have not followed your loops. But I might guess that one direction which some correctional leaders might go--is right off the page. That is, teaching or administering an ABE program in a correctional institution is not for him or for his colleagues. In that case, perhaps he should consider resigning. I have on my desk the announcement of a new job to coordinate a broad range of residential conferences, institutes, seminars, workshops, and short courses for managerial and supervisory personnel. The person helding the position should have a correctional background. Is that for you? Or, is one of, I am sure, many other related jobs? If you leave, however, find someone to take your place and transmit to him or her your conceptual model and management scheme. Let's keep only the best and most dedicated

professionals in correctional education, monitor the profession ourselves. After all, correctional work is not for everyone. But, for those who stay, let them really believe it can make a difference.

My position in the futurology of correctional ABE is that if some of the eight suggestions mentioned today are implemented--the future of correctional education will be bright. Since most of the thousands of adult inmates do return to the larger society from whence they came, then the need for education, and specifically that of adult basic education, is imperative. Without an elementary adult education, let alone a high school education, the economic prospects for an ex-inmate are bleak. Without a job, the chances of recidivism are gorss. Recidivism repeats the cycle, and education, once again, and this time correctional education, has failed.

We need all of the useful manpower our nation can provide for the exciting decade ahead, that what the United Nations calls the Second Development Decade. Surely we know now that inmates can sometimes be rehabilitated and that effective education is a necessary, if not sufficient cause for the rehabilitation.

Perhaps the tail will wag the dog. In the public schools, teachers are assuming greater leadership responsibilities. Teachers may run schools: Analogously, will that happen in the penal institutions? If education leads to rehabilitation, then perhaps the tail will wag the dog in institutions also.

This futurologist concludes by pleading for a better system of correctional education in our land--to help redeem--in effect, the entire field of corrections.

Reference List

Ahlstrom, W. M. & Havighurst, R. J. Four hundred losers. (1st ed.) San Francisco: Jossey-Bass, 1971.

Attwood, M. H. Some other institutions. In Handbook of adult education. New York: Macmillan & Co., 1970. 372-383.

Carpenter, G., Assistant Director of Education, Bureau of Prisons. Conversation of January 27, 1971.

Cortright, R. W. American literacy--a mini-analysis. Convergence, 1968, 1, 36-38.

Cortright, R. W. Inmate illiteracy. Journal of Reading, 1965, 8, 163-167.

Cortright, R. W. & Brice, F. W. Adult basic education. In Handbook of adult education. New York: Macmillan & Co., 1970, 407-424.

DeCrow, R. Adult education in the United States. Technical education, May, 1968.

Division of Adult Education Service. Negotiation for adult educators. Washington, D. C.: National Education Association.

Ford, D. & Nicholson, E. Adult basic reading instruction in the United States. Newark: International Reading Association, 1967.

Luke, R. A. Retrieving the high school dropout. Pennsylvania School Journal, 1970, 11, 128-129.

Mauk, W. S. The effects of short-term tasks and financial incentive on the educational achievement of young prison inmates. Unpublished doctoral dissertation. Tallahassee: Florida State University, 1970.

National Commission on Teacher Education and Professional Standards. The meaning of accountability: a working paper. 1970.

Olson, R. Adult education and the urban cirsis. Today's Education, 1971, 60, 24-26.

Vitek, J. C. Adult education in prisons. Perspectives in ABE for Administrators. Proceedings of the Adult Basic Education Administrators' Workshop. Northern Illinois University, 1967.

Wilson, D. F. Confronting the issue. Address to the Classroom Teachers National Study Conference on Accountability in Education. Washington, D. C. November 27, 1970.

APR 1 71



Suggested Readings

Berman, M. L. Preparing prisoners for college: using programmed learning and contingency management. Education Tech, 1970, 10, 34-36.

Chatowsky, A. P. & Johnson, R. L. Game theory and short-term group counseling: transactional analysis. Personnel and Guidance Journal, 1969, 47, 758-761.

Gaynor, S. Business education and crime correction. Business Education World, 1967, 48, 13-14.

Gray, W., Jr. Book bridges. Adult Leadership, 1970, 18, 247-248.

Knippenburg, O. F. Education and crime. Ohio Schools, 1967, 45, 15-17.

Massimiana, S. A. & Verdile, B. V. P. New Jersey school conducts program for prison inmates. American Vocational Journal, 1969, 42, 51.

Roth, E. Learning behind bars. Phi Delta Kappan, 1970, 51, 440-443.

Schmuckler, I. Confidence game. Adult Leadership, 1969, 18, 145-146.

ERIC Clearinghouse

APR 1 1971

on Adult Education